

Royal Greenwich Children's Services Business Plan

2018-2020

*Working together to
make a difference*



Introduction

I am pleased to introduce Royal Greenwich Children's Services Business Plan. Our plan sets out the strategy, culture and values that support our business planning for 2018 - 2020. It is informed by the [Children and Young People Plan 2017 - 2020](#), which is owned by all partners working with children, young people and families in Royal Greenwich. Our Directorate Plan shares the same vision and aspiration for children in Royal Greenwich:

We believe that all children in Greenwich, regardless of their background or circumstances, should have a happy and fulfilled childhood where they enjoy school and family life, learn, belong, grow and achieve so that they enter adulthood ready, willing and able to achieve their highest potential.

The plan is an internal facing document that describes our Directorate structure, culture, key functions and responsibilities. It sets out our strategy, priorities and the way we do things to continuously achieve positive outcomes for children and young people. It sits alongside partnership plans as well as internal division plans and development and transformation projects. The plan also sets out our service's ambitions and strives to ensure we provide effective, efficient and safe services informed by the views and experiences of children, young people's families, staff and our partners. We want to work in purposeful collaboration and involvement with children, young people and families rather than working for or doing to people. We need to know what is working and why. We need to ensure that we understand our strengths and areas for development and that we have evidence to support this.

We want Royal Greenwich to be forward looking and a place of excellence for education, social care, early help and the range of services we deliver, supported by building blocks of success to ensure that children learn, belong, grow and achieve. We want every child growing up in Royal Greenwich to be able to take full advantage of the opportunities available. Some children will need more support, and for them, every day matters and every action counts.

Children's Services are working in a context of considerable change and challenge, at a national, regional and local level. The Ofsted framework for inspecting children's social care has changed to a more proportionate whole system framework focused on practice and impact as well as process. Upcoming changes to safeguarding arrangements places responsibilities firmly on the police and health services alongside the local authority. School place planning and school admissions are increasingly complex due to the increase in population growth and the lack of suitable space for new schools. The needs and volume of children with SEND is demanding with limited funding and resources to meet needs. School funding is under significant pressure and the emotional health and wellbeing of children and the risks they experience such as knife crime and sexual exploitation are concerning. Alongside these demands, there is increasing pressure and demand on resources following the impact from benefit changes and austerity measures as well as changes and pressures with partners funding and structures. This backdrop can be both challenging and present opportunities as we strive continuously to deliver and commission high quality and effective universal, targeted and specialist children's services.

To meet the challenges and opportunities, we need skilled, competent, confident, compassionate, motivated and creative staff who work in a culture of continuous learning, mutual support and challenge and can respond to a range of requirements and pressures. We base our service delivery, whether it is

non-direct or direct facing work, on the experiences of and the professional relationships we have with each other, children, young people, families and our partners. Our staff need to be able to use their wide ranging professional judgement and resilience alongside legislation and procedures to ensure the very best outcomes possible.

We are an organisation that is constantly learning. We are continuously driving service delivery, development and improvement through a range of strategies for:

- Safeguarding and children's social care
- Early help
- School improvement
- Special educational needs and disabilities
- Learning and skills
- Commissioning new school places
- Early learning and childcare provision
- Placements for looked after children
- Early years
- Youth services
- Targeted and specialist support
- Jointly commissioning health provision.

Locally we are developing innovative ways of working to meet the needs of all children, with a specific focus on our working relationship with schools and support to children who are disadvantaged, have had adverse childhood experiences or who have significant needs. We have a strong and effective performance management framework and emerging workforce development and well-being strategy and we are proud of the services Royal Greenwich provides.

Research has consistently shown that high performing councils benefit from a clear vision for Children's Services, developed in partnership with staff at all levels but coming from the very top of the organisation and jointly owned by all areas of the local authority. Successful organisations provide vision and leadership, set clear directions and have simple rules and strong messages that guide the culture and right behaviour to achieve better outcomes. This strategic statement of focus areas attempts to communicate our vision and direction, with strong messages about what we aim to achieve and the ways we need to transform our work within the next two years. The focus areas are led by the Directorate, but have been set out in consultation with staff and management across Children's Services. They take into account a range of external and internal sources including research, innovation and best practice, as well as performance and quality assurance.

Florence Kroll
Director of Children's Services



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	<ul style="list-style-type: none"><u>Breaking the cycle and social mobility</u><u>Education, skills and employment</u><u>Safeguarding, managing risk and demand</u><u>Quality of practice and service delivery</u><u>Workforce Development & Leadership</u><u>Strategic Planning, Commissioning & Resource</u><u>Performance, Quality Assurance & Evaluation</u>	26
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1. *Understanding our services:* *Children's Services statutory regulation, structure, functions, innovation and research*

This section sets out the structure for how we are functioning; our partnerships, our statutory regulations and governance as well as structure and Directorate divisions. It also includes information on our [projects, innovation and development](#) as well as the key [innovation and research that influences our work](#).

The Director of Children's Services (DCS) and the Lead Member for Children's Services (LMCS) hold responsibility for discharging the education and children's social service functions of the local authority. These are set out in Section 18(2) of the Children Act 2004 and outlined in [government statutory guidance](#).

'The DCS has professional responsibility for children's services, including operational matters; the LMCS has political responsibility for Children's Services. Together with the Chief Executive and Leader, the DCS and LMCS have a key leadership role both within the local authority and working with other local agencies to improve outcomes for children and young people.'

The DCS and LMCS have a key role in working with partners and children and young people themselves in planning, commissioning and service delivery.



Our plans and our partnership

Our work across the Directorate is reliant on highly effective partnerships and good relationships with other agencies and stakeholders. They also require clear governance, structures and organisation for effective delivery of partnership at local level. This is emphasised in the [2017 - 2020 Children and Young People Plan](#) which is a joint plan which outlines a shared vision and priorities and focuses on delivering joined up local services that meet the needs of local people. Our agenda must be a shared one if partners and our stakeholders are going to commit effort and resources to achieving our common goals. We work in partnership with Greenwich schools, colleges and other education providers and settings, the Metropolitan Police, NHS Greenwich Clinical Commissioning Group, Greenwich Action for Voluntary Services and other stakeholders and partners.

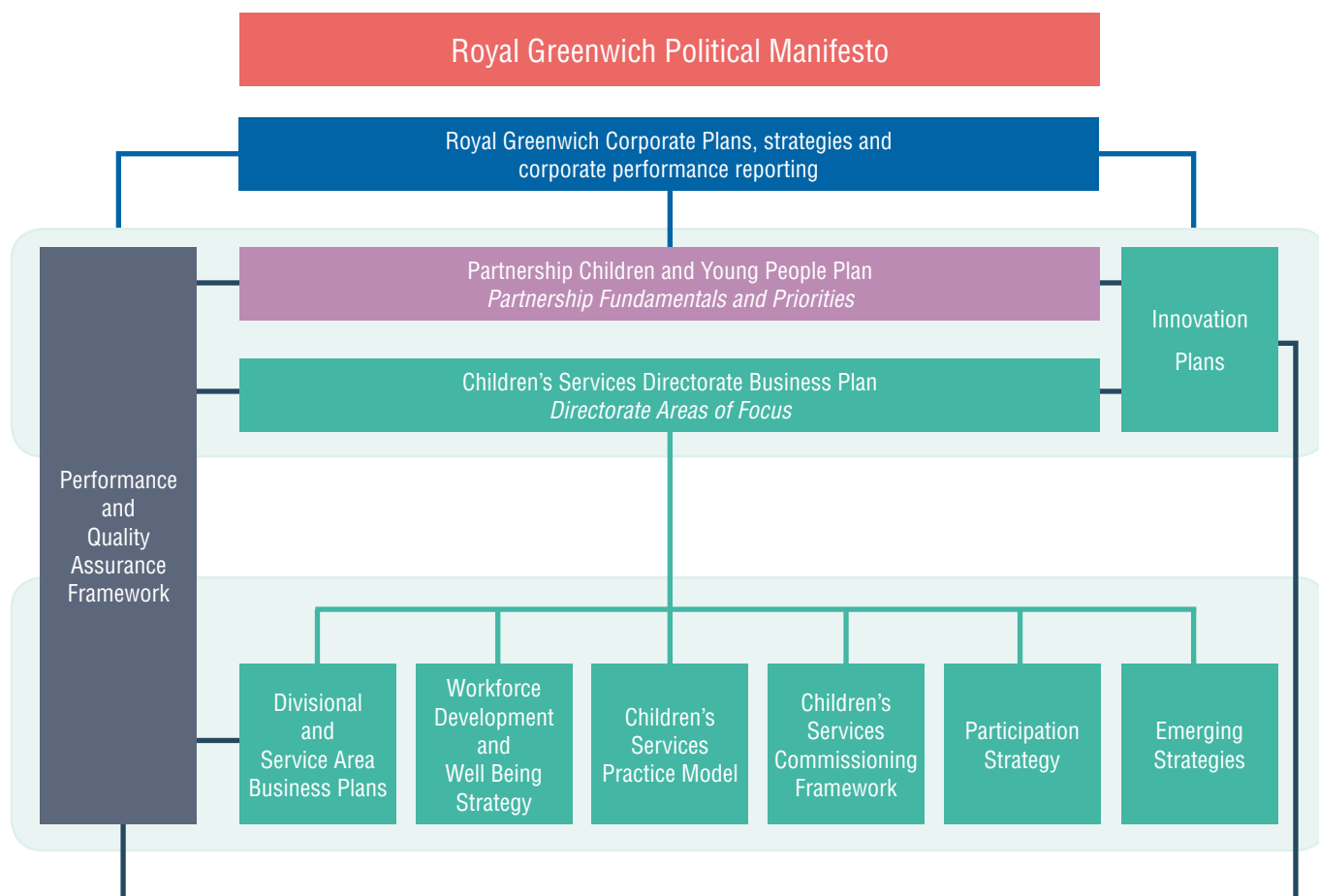
This Business Plan sets out the overarching goals of Royal Greenwich Children's Services. Please also refer to division and team plans for more information on specific areas, as well as the following documents:

- Legislation, Working Together and Inspection Frameworks for more information on statutory and legal obligations.
- Royal Greenwich Constitution and Standing Orders for more information on how decisions are made and how our procedures ensure decisions are efficient, transparent and accountable to local people.
- Policies from Human Resources, ICT, Finance, Legal and Communications and other corporate documents for more information on corporate policies, guidance and initiatives.
- The Fairness Commission, named Greenwich: Our Future, Together for our evidenced based strategy to tackle inequality and poverty within the Royal Borough of Greenwich. The independent Commission has a particular focus on health, housing, employment and education (including training).

- Corporate Strategy, Growth Strategy, Social Mobility strategy, Greenwich Smarter City Strategy, Health and Wellbeing Strategy, Safer Greenwich Partnership Strategy, Youth Justice Plan and other internal strategies for more information on Royal Borough of Greenwich and partnership strategies.
- Children and Young People Plan 2017-2020 for our partnership priorities for improving outcomes for children.
- Children's Services project and innovation plans for more information on our Directorate projects.
- Performance monitor for how we measure and monitor our performance indicators.
- Budget Plan for information on our budgets.
- Workforce development and Wellbeing Strategy and action plan for more information on our approach to workforce development, leadership and wellbeing.
- Placement Sufficiency and Commissioning Strategy for more information on how we will ensure the right children are in the right placements at the right time to improve outcomes and achieve the best value for money.

Figure 1: Main Children's Services Plans

How the plans work together



Statutory Functions

At the forefront of our work is our legislative, regulatory and statutory duties. All children have the right to good education and a safe, loving, and stable childhood. Whilst parents and carers have primary care for their children, Royal Greenwich has the overarching responsibility for safeguarding and promoting the welfare of all children and young people in our Borough alongside its statutory educational responsibilities.

We commission a whole range of services in line with procurement regulations that ensure we deliver our statutory duties for children at universal, targeted and specialist service levels.

We have a series of statutory functions under the [1989, 2004 and 2017 Children Acts](#) which make this clear, and [Working Together to Safeguard Children guidance](#) and [London Child Protection Procedures](#) set these out in detail. As a local authority we have specific duties in relation to our children in need and children suffering, or likely to suffer, significant harm, regardless of where the risk is identified, under sections 17 and 47 of the Children Act 1989. Local agencies, including the police and health services, also have a duty under section 11 of the Children Act 2004 to ensure that they consider the need to safeguard and promote the welfare of children when carrying out their functions.

Under section 10 of the same Act, similar ranges of agencies are required to co-operate with the local authority to promote the wellbeing of children in each local authority area. The 2017 Children and Social Work Act establishes new requirements on local cooperation. It sets out how agencies must work together by placing new duties on the police, clinical commissioning groups and the local authority to make arrangements to work together and with other partners locally to safeguard and promote the welfare of all children in our area. We have specific corporate parenting responsibilities for supporting looked after children and care leavers, including the commissioning of placements to meet their needs. The

Virtual Headteacher is a statutory post with the duty to promote the education of looked-after children and previously looked-after children.

Royal Greenwich also has statutory responsibility for Education, Learning and Inclusion, including Special Educational Needs and Disabilities (SEND), as included in a range of guidance, in particular the [Statutory Framework for Early Years Foundation Stage](#), [Education Act 2011](#), [Children and Families Act 2014](#) and [Childcare Act 2006](#) and [2016](#). We are the champion for every child and will seek to work with all schools and settings to provide the best possible education for children in the community we serve. We have a duty to ensure that strategic coherence is in place which enables schools to collaborate and develop purposeful partnerships to improve quality and to build capacity across the education system so there is a skilled workforce to lead a sector-led model of school improvement. We are responsible for school admissions, fair access protocols and ensuring a sufficient supply of childcare, early learning and education places and sufficient local provision for pupils with enhanced learning needs. We also commission specialist school places and transport to meet the individual needs of our children.

We champion the needs of vulnerable children and young people so there is an inclusive learning system for all; this includes being responsible for monitoring the participation of children and young people. The responsibilities of the local authority are outlined in statutory guidance [Participation of young people in education, employment or training \(2016\)](#). Local authorities have broad duties to encourage, enable and assist young people to participate in education or training. We are responsible for ensuring, as far as it can, that there is coherent provision in our local area which supports young people to progress and achieve economic prosperity, and to track the participation of young people aged 16 and 17.

It also includes legal duties to identify and assess the **Special Educational Needs (SEN)** of children and young people for whom we are responsible and, where appropriate, develop an **Education, Care and Health plan (EHCP)** with children, their families and our partners. As per the [Children and Families Act 2014](#) when we become aware that a child or young person has or may have SEN we must ensure that those children and young people receive a level of support which will help them achieve the best possible education and other outcomes. This also includes publishing a [Local Offer](#) containing information of about all the services and support available for children and young people with SEN and jointly commissioning services with Health. This includes the provision of short breaks for children with disabilities.

We have further responsibility for **Youth Crime Prevention** as set out in the [Crime and Disorder Act 1998](#). Section 39 sets out our responsibility as the local authority for delivering Youth Offending Services, in partnership with the police, probation service, health authorities and other institutions. Youth Offending teams work with young people that get into trouble with the law and those at risk of offending in the community to turn them away from crime. This work includes supervision of community sentences and of young people released from custody.

Finally, we have statutory responsibilities in relation to:

- completing statutory data returns
- managing complaints, both local and for the Department for Education (DfE) and Ofsted, and participating in Ombudsman investigations
- the appropriate use, storage and sharing of information as set out in the [Data Protection Act 1998](#) and the [General Data Protection Regulation](#), the [Freedom of Information Act 2000](#) and [Safeguarding Vulnerable Groups Act 2006](#).

Children's Services work is **regulated and inspected** by Ofsted, Care Quality Commission (CQC), Her Majesty's Inspectorate of Probation (HMIP). Partnership Inspections also include Her Majesty's Inspectorate of Constabulary and Fire and Rescue Services (HMICFRS). The inspection framework and lead inspectorate depends on the theme and nature of the inspection. The main inspections for Children's Services are Inspections of Local Authority Children's Services ([ILACS](#)) and Joint Local Area **SEND inspections**, [Joint Targeted Area Inspections \(JTAI\)](#) and Youth Offending ([YOT](#)) inspections. All schools and childcare providers are subject to Ofsted inspections.

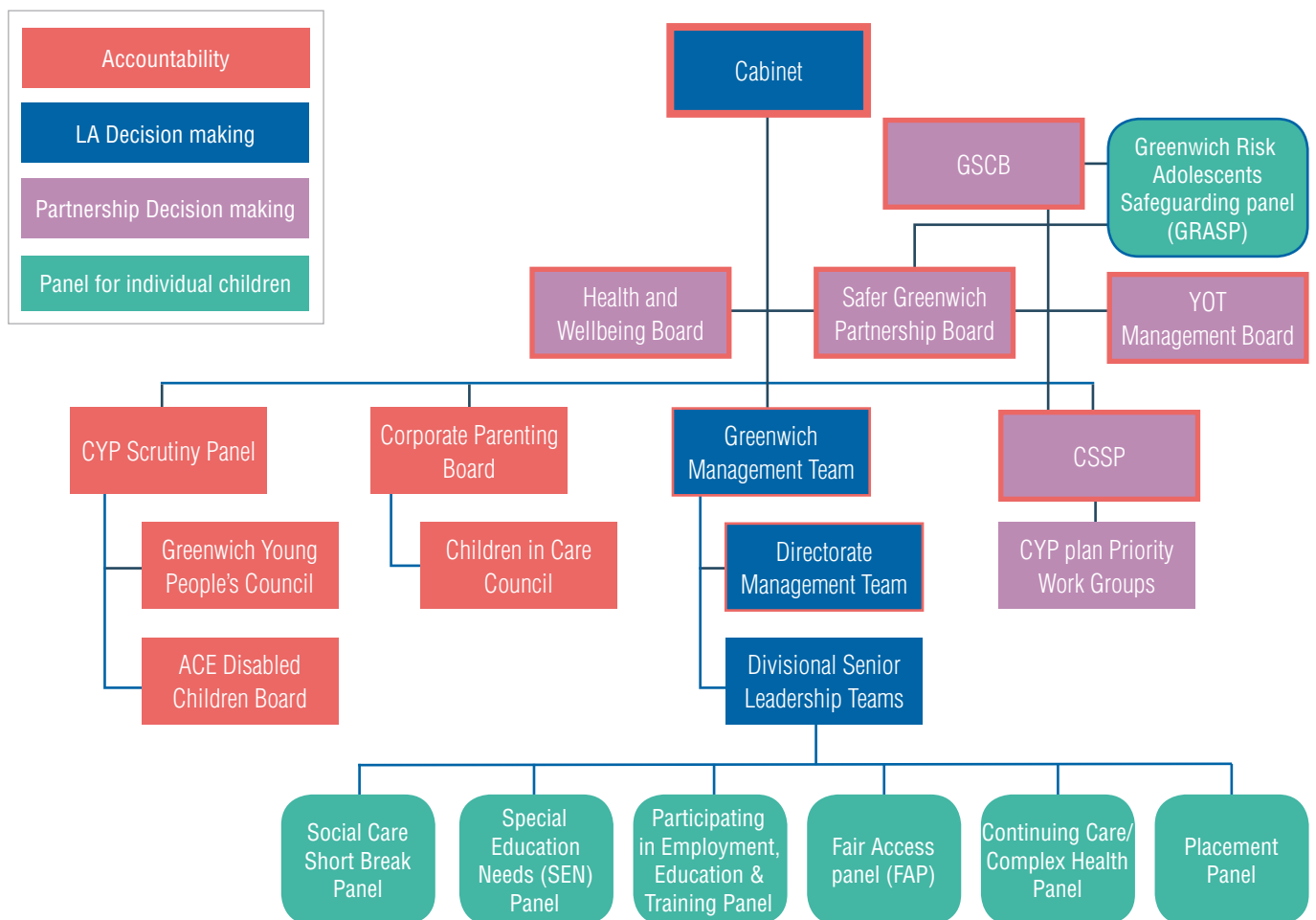
Governance

The overarching accountability for Children's Services is held by the Cabinet and we are also held to account by the Children and Young People Scrutiny Panel and the Corporate Parenting Board. At a partnership level the Health and Wellbeing Board and the Safer Greenwich Partnership Board provide direction and interface across organisations. At a Council level, decision making is held in the General Management Team. In Children's Services it sits within the Directors Management Team (DMT) as well as divisional Senior Leadership Teams (SLT). Decisions are also made with partners as part of

Greenwich Safeguarding Children's Board (GSCB) and the Children's Services Strategic Partnership (CSSP) meetings. There are also further local decision making panels for individual children, for example Greenwich Risk Adolescence Safeguarding & Prevention (GRASP).

The diagram below only includes main decision making and accountability forums for Children's Services. Please refer to committee pages on the intranet for further information on other decision making and accountability boards across the council.

Figure 2: Main RBG Political and Corporate Decision making and accountability for Children's Services



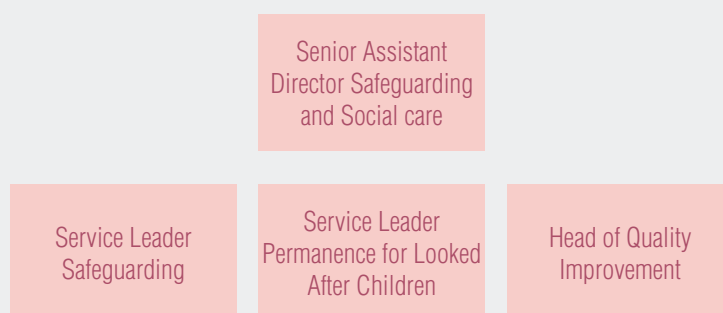
Structure and divisions

Figure 3:
Director’s Management Team Structure



The Children's Service Directorate is line managed by the Director of Children's Services (DCS) and organised in four divisions, each led by an Assistant Director with service area strategic and operational responsibilities. Our workforce of 700 is supported by a leadership structure to achieve outcomes, ensure quality of work, manage performance and support well-being. We are conscious that change happens through people, who are our greatest resource, and therefore building up the skills and capacity of our staff is a key strategic priority. This programme of work depends on our success through workforce development in releasing and growing the potential of all of us to be creative and effective in what we do.

Figure 4:
Safeguarding and Social Care Management Structure



Safeguarding and Social Care have the responsibility to safeguard and promote the welfare of children in need and those in need of protection. We do this by maintaining good safeguarding practice and ensuring we remain responsive and adaptable to children and families' needs, supporting children to continue living with their families unless in exceptional situations where this does not meet their needs.

The Multi-Agency Safeguarding Hub (MASH) focuses on ensuring the correct pathway for referrals; signposting to universal services, referral for Early Help or a requirement for statutory assessment or intervention by Children's Services. The MASH team enforces a robust and consistent management of thresholds to determine the required services and interventions by the right agencies. The team includes representatives from within RBG (e.g. YOT, Housing, Education) the Police and Health. The Out of Hours Service provides a response outside normal working hours if required and the matter cannot wait to be actioned by the daytime team.

Where applicable following a MASH referral, **Children's Assessment and Support Teams** undertake a Children and Families Assessment to recommend the required support and interventions for the child(ren) and family. If further longer-term work is required by Children's Services, the child may be made subject of a child in need or child protection plan and in exceptional cases, become looked after by the local authority. In these cases, the **Children and Families in Need Teams** (and for some looked after children the Permanence service) will be responsible for undertaking the work required.

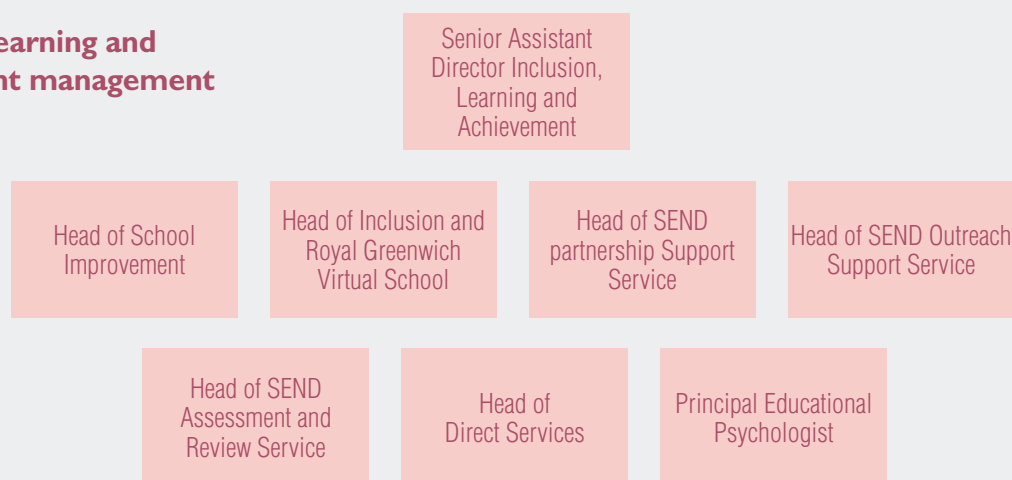
The **Permanence Service** provides support to most children in care including unaccompanied asylum seeking children. The service develops and drives the child's care plan, act as lead professional for looked after children in partnership with parents' dependent upon the legal status of the child. The **Young People's** teams prepare young people's transition into adulthood. The service works to guide young people through the complexities of adulthood and the transition from care into independence. Greenwich is ambitious for young people and seeks to provide the support that any parent would want for their child in order that they achieve their full potential. The service offers support to all young people to have opportunities to remain in education or training aged between 18 to 24 years.

The **Fostering Service** seeks to provide stable and high quality foster care placements for children of all ages that value, support and encourage them to grow and develop as individuals. A key focus is ensuring appropriate matching is in place and there is support to enhance placement stability. In addition to promoting their health and general well-being, the service is also committed to ensuring that every foster carer recognises the importance of the educational achievement of looked after children and work with Royal Greenwich in raising their academic attainment.

The **Adoption Team** provides a comprehensive social work service under the Adoption and Children Act (2002) and offers expertise in adoption and permanency. There is placement choice, robust recruitment and assessment of adopters and decision making which reflects the individual needs of the children. Adopters are offered comprehensive post adoption support and the post adoption offer is supplemented with commissioned services which has supported the post adoption service development. The adoption service is responsive to national developments and new performance expectations.

The **Quality Improvement service (QIS)** works across the Children's Safeguarding and Social Care Division and has key links with the wider professional network. QIS provides a planning and reviewing service for all children who have child protection plans and children who are looked after. QIS provides quality assurance oversight of child protection plans and care plans ensuring that children are safeguarded and that permanency is achieved in a timely manner. QIS provides a quality assurance service and ensures that the provision of services for vulnerable children and young people is compliant with national statutory requirements and performance standards. The unit also oversees that safeguarding practice across the Directorate is effective and supports improved social work practice. QIS responds to complaints and allegations about abuse or the suitability of people to be working with children including issues related to historical cases.

**Figure 5:
Inclusion, Learning and
Achievement management
structure**



Inclusion, Learning and Achievement division leads improvement in learning and achievement for children and young people - especially those who are vulnerable - by helping to remove barriers to learning by supporting whole school improvement and by supporting individual needs. This work is made possible by the relationships that the local authority has with our schools and other educational providers.

The School Improvement team works in partnership with schools and early years settings to provide well matched, bespoke programmes which both challenge and support our education providers. Governor services help governing bodies to understand their role, function and the legal duties of school leadership and management.

The Direct Services to Schools team provides number of services which support schools in helping to build children and young people’s resilience. These include restorative approaches, outreach learning mentors, counselling provision, anti-bullying guidance and support and peer mentoring programmes. This team also houses The Royal Greenwich Music Hub which provides children and young people with the opportunity to access musical learning, and an environment that allows musical interests and enthusiasm to thrive.

We recognise that our children and young people must be in school to have positive outcomes. Therefore our Attendance Advisory service has a

crucial role to play in improving attendance rates and reducing persistence absence working alongside our schools. The team also monitors children who are Electively Home Educated (EHE) and works hard to locate Children who are Missing from Education (CME). For those young people who are not able to access mainstream education the Alternative Provision (AP) officers monitor the progress, outcomes and welfare of these young people working in collaboration with other services. They also quality assure the APs which we commission. There are also behaviour support teams which support the work of the Fair Access Panel (FAP). Fair access is a statutory requirement for the local authority.

For Looked After Children the Virtual School work with a wide range of professionals to ensure that effective education planning and high aspirations lead to good outcomes for these children and young people. They monitor and track individual children, both in and out of borough, and provide guidance on appropriate strategies as well as advice on leadership issues, legislation and statutory areas. They also deliver a variety of interventions and experiences for young people as well as work with other parts of the council, to ensure that education is supported by the wider corporate parenting group.

Where children and young people experience barriers which prevent them from learning effectively, a range of Special Educational Needs (SEN) Outreach services are in place to support.

- The **Early Years Inclusion team** work with parents, carers and professionals to ensure an integrated approach to the planning and support of young children (under statutory school age).
- The **ASD Outreach service** works to support the achievement of individual children with a diagnosis of autism.
- The **Sensory Service** works with parents, families, individual children and settings to meet the needs of those who have hearing and/or visual impairment.
- The **STEPs team** work across our schools to support the needs of children who are not yet accessing national curriculum levels. They advise schools on issues such as dyslexia, dyscalculia and Down's.

Where children's needs are unable to be met from a school's resources they can apply for a needs assessment. This may, in some cases, lead to an **Education Health and Care plan (EHCP)**. This process is managed by the Special Education Needs Assessment and Review service, working in conjunction with social care and health partners. The SEN Service create the EHCPs which describe need, identify resources and name the appropriate educational placement.

The **Education Psychology service** carry out the assessments related to EHCPs. They also play a wider role in supporting school leadership teams in their ability to manage SEN, particularly challenging behaviour. They provide consultation, assessment and intervention to help schools achieve the very best outcomes for pupils with special educational needs, those at risk of exclusion and those whose life chances are impaired as a result of social and emotional deprivation.

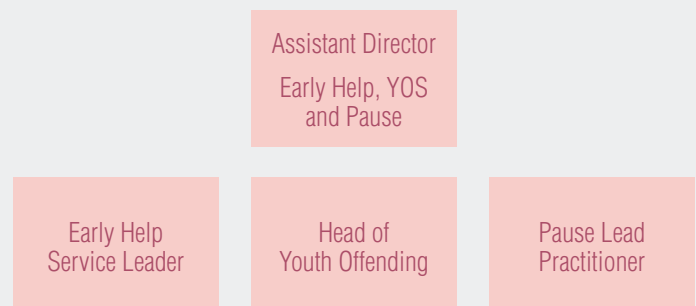
Where children's disabilities are complex, the **Children with Disabilities Team (CWDT)** may be involved to manage social work intervention, short break services and respite. This team of social workers carry out assessments, make home visits as appropriate, develop positive relationships with families and assess and manage risk. The leader of this service also manages

a team of Occupational Therapists and a team of keyworkers.

We lead on the participation of disabled children enabling them to have a voice and to be part of the design and delivery of the services which affect them. We are also the interface with **Greenwich Parent Voice (GPV)** - the official voice of Greenwich parents.

Within Inclusion, Learning and Achievement, we also manage a substantial training and development programme, an Apprenticeship Programme and are the Appropriate Body for Newly Qualified Teachers (NQT) offering support and induction.

Figure 6:
Early Help management structure



The **Early Help Service** provides support to children and families with additional needs who may benefit from early help. This may mean for some families early help is needed following an intervention by Children's Social Care or the Youth Offending Service may need further help to achieve positive and sustained progress and support in reducing risk.

Early help is a complex and sometimes confusing and ambiguous term; we use the following definition:

“Early Help means that we ensure that needs are identified quickly and that support is provided as soon as a problem emerges. It can be required at any stage in a child or young person's life. The aim of early help is to reduce or eliminate the need for support and to promote resilience in the child, young person and family. Early Help responses draw upon multi-professional expertise and are delivered in a timely

and responsive way, to promote wellbeing and positive outcomes for children and families." Early Help is fully consent based, if consent is not explicitly clear the early help service will not offer an intervention.

The Early Help service offers the right service at the right time, dependent on the needs of the child, young person and family. Where a shorter-term responsive intervention is required, the **Connect** support teams will work with children, young people and families; this may range from advice to individually designed intervention. The **Core units** will work with children, young people and their families who have more complex needs requiring intensive, whole family support. This is supported by the Group Work and Specialist Programmes Team that lead on the design and delivery of group interventions and specialist programmes that result in tangible improvements to the outcomes for children, young people and their families.

The **Early Help Front Door Team** is responsible for receiving and responding to referrals from professionals and partners who believe a child, young person or family require Connect or Core support as well as referrals from children, young people and families themselves. At the Connect support level, the Early Help Front Door Team may determine, through further investigation / fact finding, that the child, young person or family's needs would be best met by one of the agencies that may already be working with them or that a partner agency may be better suited to meet the identified needs. The team also provides consultation, support and advice to professionals regarding early help. Early Help services can be delivered from home, school, community settings, youth hubs or children's centres or from The Point, a one-stop shop for young people offering targeted advice and support for employment, training, health and housing.

The **community based interventions team** works in and around community locations such as estates, streets, parks, bus stops and shopping centres. The team provides access to informal learning, positive activities, information and resources and work alongside the

community and partners to engage with and support young people who are engaging in risky or negative behaviours that may impact negatively on themselves and others.

The **Families Information Service** provides free, impartial information, advice and guidance about services for children, young people and families in Greenwich. This information and advice covers childcare, employment, things to do, parenting and family support and anything that affects young people and families. The team provides information via a telephone helpline, email service, a website and an online directory.

The **Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS)** offers impartial information and advice and support to any parent, carer or young person regarding matters relating to their SEN or disabilities.

Youth crime prevention services, designed to divert children and young people away from the youth justice system through the delivery of triage interventions and youth caution, are an integral part of the Early Help Service offer.

The **Youth Offending Service (YOS)** is a statutory partnership delivering a range of services to children and young people aged 10-17 years to reduce the risk of offending and reoffending. Coordinated by the local authority, the YOS is a multi-disciplinary service consisting of the Police, physical health care professionals, CAMHS clinicians, Probation officer, Speech and Language Therapy, social workers and case managers and workers with specialist skills in restorative approaches, education and parenting, all working together to help children and young people to understand and change their behaviour. This is achieved through direct work with children and young people, strengthening parenting capacity, building peer resilience, addressing children and young people's health, educational and social needs and working with victims.

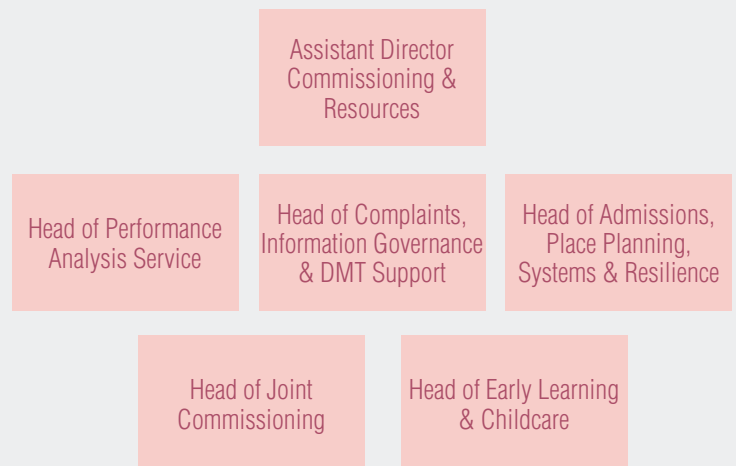
The YOS aims to break the cycle of offending by addressing the underlying reasons that contribute to offending, including reintegrating young people back into

full time education, training or employment, routine screening for and addressing speech, language and communication needs, nurse screening of children's physical health and development and an immunisation programme and the provision of dedicated CAMHS clinical time to address emotional, psychological and mental health issues.

The YOS supports young people under arrest, those that are remanded to Youth Detention Accommodation or committed on bail while awaiting trial or sentence, including assessment and rehabilitation following Youth Conditional Cautions. They also work with courts, including providing reports and information required by courts in criminal proceedings against children and young people; this includes direction on bail, sentencing and assessments of suitability for electronic monitoring. They work with secure establishments to supervise placement plans for each child and providing explicit information on vulnerability to the court. They implement and administer a range of court orders designed to reduce the likelihood of re-offending by ensuring effective management of risk of serious harm to others.

Pause works with women who have experienced, or who are at risk of repeat removals of children from their care. It aims to break this cycle and give women the opportunity to develop new skills and responses that can create a more positive future. The service is needs based with women's priorities as focus for intervention.

Figure 7: Commissioning and Resources management structure



The Performance Analysis Service is a central hub of data intelligence for the Directorate. The service leads on data analysis and performance monitoring activity including tracking of key cohorts, impact evaluation and advice and guidance on the best use of data to support the delivery of Children's Services' operational and strategic priorities and to make a real difference for children. We undertake population projections, produce demographic information and support the development of needs analyses. The service undertakes a range of statutory data returns, including key stage assessment data, school and early years' censuses and pupil projections that are used to allocate funding to the local authority and education providers. We also provide a traded service to schools and deliver a range of training to support their understanding and interpretation of their data.

The Complaints, Information Governance & DMT Support Service is responsible for providing expert advice and managing complaints, Members' and MPs' casework, compliments, data breaches, freedom of information and subject access requests. We work with children and their families to resolve issues at the earliest point and ensure that the voice of the child is heard. We work with Children's Services leads to identify learning and improvements that can be made.

The service also leads on information governance, providing advice and guidance on good practice on data protection issues. The Head of Service is the Directorate's Caldicott officer responsible for protecting the confidentiality of people's sensitive information and making sure it is used properly. The service also provides effective business and project support to the Directorate Management Team, including managing inspection logistics. The team leads the co-ordination of the business plan, equalities strategy, workforce development strategy, transformation projects and internal communications.

The Admissions, Place Planning, Systems & Resilience Service is responsible for co-ordinating the process for primary and secondary school admissions. The service ensures that school admissions criteria is adhered to and places are offered on a fair and transparent basis, implements the fair access protocol, provides expert advice and guidance to parents and schools and leads on defending the authority's case against admissions appeals. The service also offers travel assistance to eligible school-aged pupils and Post 16 students where there are no special educational or medical needs. Using school roll projections, we strategically plan and engage with schools, Department for Education (DfE) and Education and Skills Funding Agency (ESFA) to ensure there are sufficient early years, school and post 16 places. The service commissions education places, capital projects and planned maintenance programmes, overseeing Children's Services' property portfolio, and co-ordinating the transfer of land, property and staff in academy conversions. The service also supports Children's Services, schools and other settings to plan and implement policies and procedures to improve their capacity for dealing with health and safety issues, emergencies and major incidents. The Management Information Systems (MIS) Service drives improvement through the commissioning, delivery, support and development of case management software to support Children's Services, including a traded service to schools.

The Joint Commissioning Service leads strategic and operational commissioning for the Directorate.

Commissioning seeks to make the best use of resources to achieve improved outcomes for children and can involve procurement and contracting, service redesign, grant funding and decommissioning. Using the Children's Services Commissioning Framework we work with Children's Services leads to identify needs and outcomes to be achieved, analyse options, oversee delivery, quality assure and evaluate the impact. We jointly commission with Greenwich Clinical Commissioning Group, other Directorates and local authorities where this provides the best value for money. We commission a range of services to deliver and support statutory duties, from multi million pound universal services including Universal Youth and Children's Centres; targeted and specialist services such as CAMHS, Substance Misuse and services for children and families known to YOS, safeguarding and social care and those with special educational needs and disabilities. The Personalised Commissioning Team commission support for individual children, including placements for looked after children and parenting support, using and developing joint commissioning frameworks and contracts and working with social workers to quality assure provision. The team is also supporting the development of the South London Commissioning Consortia's DfE Innovation project. The service seeks to ensure the voice of the child is central to all we do, this includes participation of children and young people in all our commissions, managing a Young Commissioners programme, commissioning the Participation Service for Greenwich's children in care council and young people's council and co-ordinating the Directorate's Participation Strategy.

The Early Learning & Childcare Service is responsible for ensuring RBG meets its statutory duties to: ensure there is sufficient childcare for working parents of children aged 0-14 (up to 18 for children with disabilities); this includes free early learning for 3 and 4 year olds and disadvantaged 2 year olds; improve the wellbeing of all young children and reduce inequalities and drive up the quality of childcare provision. The service is responsible for delivering the Childcare

Sufficiency Assessment and Strategy; supporting new and existing childcare provision to develop and maintain sustainable business models and practices; providing training, challenge and quality improvement support to private, independent and voluntary providers. The service also co-ordinates funding and carries out audits of providers for free childcare places and identifies provision for children requiring targeted provision as well as providing brokerage for emergency childcare provision. The service provides strategic leadership and expertise to our Children's Centres, undertaking quality assurance and working with Public Health to develop and lead the Healthy Early Years programme.

Projects, innovation and development

As challenges are addressed there are also opportunities emerging with innovation and a greater focus on understanding of 'what works'. At the time of writing this business plan in April 2018, the following projects are transforming and informing our service:

- The **Early Help** Division has recently undergone a re-organisation. The new Division brings together a range of services to ensure all early help is provided at the earliest possible opportunity to prevent the escalation of issues for children, young people and their families.
- In July 2017 the Department for Education awarded £1.95m to the Royal Borough of Greenwich to implement **SafeCORE** - a whole family approach to address the 'stop/start response' by children's social care to domestic violence and abuse. SafeCORE works with families to improve relationships, addressing both the short and long term harm whilst achieving goals.
- **Pause** has been a part of Children's Services since October 2015. Pause works with women who have experienced, or who are at risk of repeat removals of children from their care. It aims to break this cycle and give women the opportunity to develop new skills and responses that can create a more positive future. The

service is needs based with women's priorities as focus for intervention.

- **SEN Travel Assistance** is being reviewed to identify the most efficient service delivery options.
- **Safeguarding and Social Care Management Information System (MIS)** options are being reviewed.
- **The Traded Offer** will continue our traded services and review our offer to ensure we maximise our resources.
- **Troubled Families' Maturity Model** sets out our council wide approaches to embedding whole family working across the partnership.
- The **Mocking Bird** model establishes an extended network of foster care family support with one carer, the hub carer, providing support to 6-10 carers who live in close proximity to the central hub home. The dedicated hub carer is a specially recruited and trained carer offering peer support, coaching, planned and emergency respite care, and social events for families.
- We are part of the **South London Commissioning Consortia for fostering and residential care** which has a total innovation funding of £1m. By combining buying power and developing shared systems the project aims to improve the supply of affordable, high-quality accommodation for looked after children that provides safe and happy homes and helps them reach their full potential. This is part of our **Placements Sufficiency and Commissioning Strategy**.
- **Tiath London** working to reduce and prevent harmful sexual behaviour by providing therapeutic service for children. Also includes workforce development and support to improve worker skills to identify, assess and intervene appropriately.

Key innovation and research that influences our work

National evaluation, innovation and research findings as well as inspections of schools, local authorities and thematic inspections together with 'what works' informs our work and practice. This section sets out key external findings that have an impact on our work across the Directorate. Local evaluations and analysis is also carried out for specific services and projects, e.g. SafeCORE. This section includes a summary of key external research. For further information, key sources include [Ofsted](#), [Research in Practice](#), What Works centres such as [Early Intervention Foundation](#), [Children Services Social Care](#), [Education Endowment Foundation](#) and [National Institute for Health and Care Excellence \(NICE\)](#) as well as research and social organisations such as [Sutton Trust](#) and [Joseph Rowntree Foundation \(JRF\)](#).

Bridging the gap: Poverty, early intervention and education

The [Fairness Commission](#), named Greenwich: Our Future Together, provides an evidence based and solutions focused approach to tackling poverty and inequality in the Borough. This report provides a set of specific recommendations to address the issues contributing to poverty and inequality. This is an important report that complements research that find one of the main underlying causes behind many issues for children and families is poverty. The [Joseph Rowntree Foundation \(JRF\)](#) has found that poverty has a particular impact on the quality of family life - including parenting - on child development, mental health, education and learning and on the economy as a whole. The [Trust for London](#) has estimated that 26% of the Royal Greenwich population are currently experiencing poverty and that this figure rises to 34% for children. The Institute for [Fiscal Studies](#) has estimated that the number of children living in poverty is set to rise to a record 5.2 million over the next five years, with the freeze in benefits and the introduction of Universal Credit contributing to this surge.

Bridging this gap is key. Sutton Trust's report [The State of Social Mobility in UK](#) reports how interventions that tackle inequalities while children are young have potential for the most lasting impact. [Conception to age 2 - the age of opportunity](#) by Wave Trust (2013) outlines and brings together the evidence base for how the first 1,001 days of life have a deep and lasting impact upon the current wellbeing and future prospects of all children. Preventing harm and promoting wellbeing should be accorded equal priority during these critical 1,001 days; a healthy and secure relationship and attachment between parents and child is crucial. Antenatal workforce and early years' practitioners play a key role in building secure relationships and providing information and assessment at an early stage.

Childhood disadvantage leads on to future poverty via low educational attainment. At every stage of education in every part of the UK, children from better-off backgrounds achieve better results at school than those from disadvantaged backgrounds. Royal Greenwich is closing the attainment gap in early years, but it remains a problem in later years. EEF report [The Attainment Gap](#) contains 15 key lessons on closing the attainment gap including the importance of early years' education in closing the gap before it becomes entrenched and targeted small-group interventions for those at risk of falling behind. It also suggests robust and rigorous evaluation of teaching and learning strategies; and sharing effective practice between schools (and building capacity for doing so).

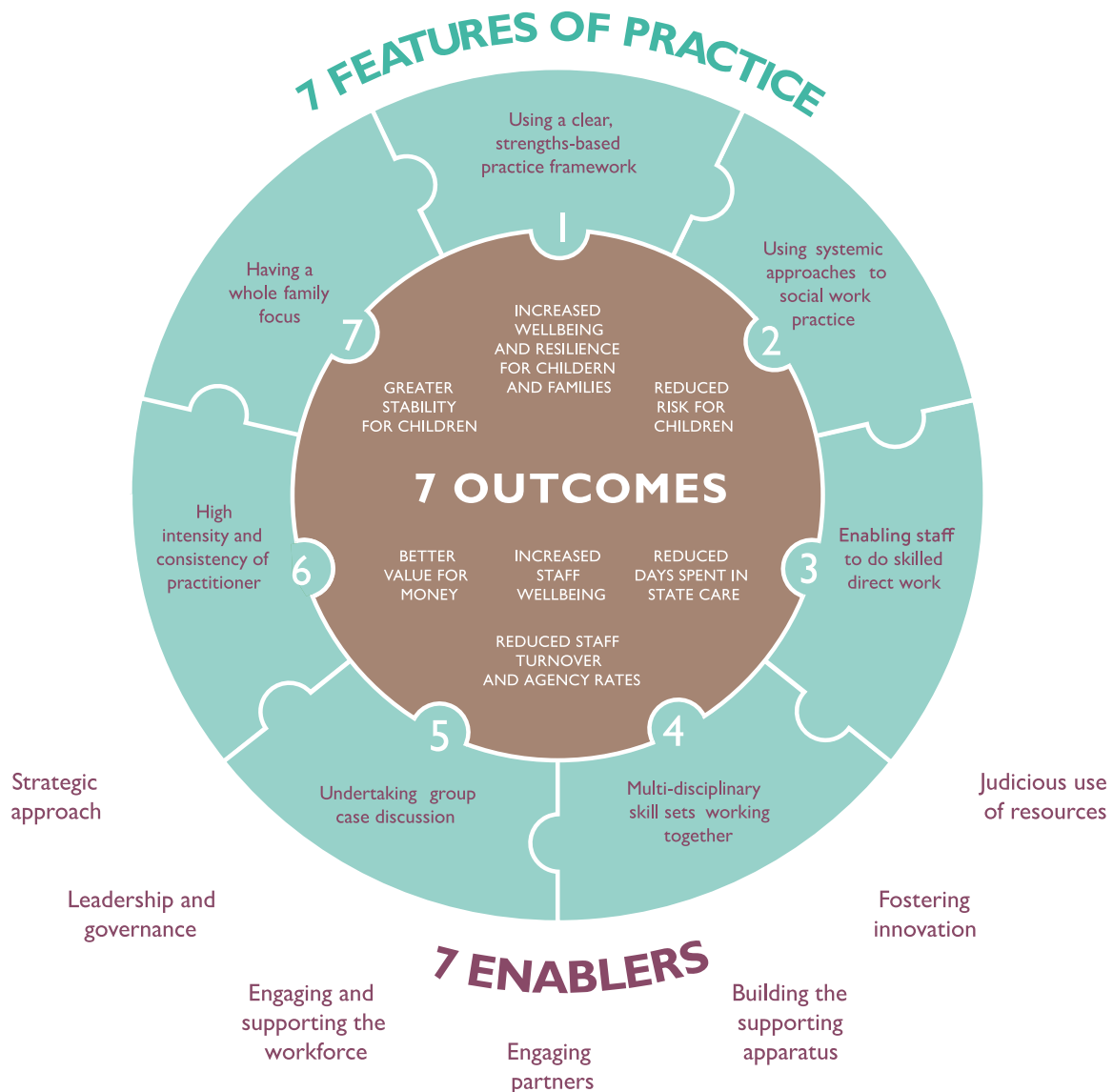
When we need to intervene

Social care work is evidence based and we continue to learn and develop from research and innovation projects. The evaluation of [Round One of the Children's Services Social Care Innovation Programme Projects](#) made the hypothesis that to achieve significantly improved outcomes across the system, the right focus and action is needed at the levels of both practice and organisation. The figure below describes how these interact with each other - successful projects tended to include all or multiple factors.

Seven features of practice are supported by seven key enabling conditions for improvement at organisation and partnership level. The first four describe the importance of getting key people in a range of roles and organisations lined up behind a single, coherent strategy for improvement, and the importance of building the organisational culture, ethos and values

to sustain improvement. The fifth enabler describes the need to put in place the foundations or essential 'wiring' of effective Children's Services, and the sixth and seventh describe how local areas should think about how they continue to enhance their practice and sustain improvement.

Figure 8:
Learning from the Children's Social Care Innovation Programme: Seven Outcomes, Seven Features of Practice, Seven enablers of Improvement



Seven Features of Practice and Seven Outcomes (Spring Consortium, 2018)



2. *The Business Plan*

Working together to make a difference - a Directorate wide approach

This business plan is informed by our strengths and addresses our focus areas going ahead. We want to maintain that which we do well, nurture our workforce and realise the potential of the organisation to have even greater impact on some areas. As an organisation our objective is to maintain a consistently high standard of practice across all services with rigorous analysis of and relentless focus on the quality of organisational practices and frontline practice. We strive to build a culture of continuous improvement where improvement is not a project, but 'what we do'.

The staff survey (2018) showed that staff in Children's Services are highly committed to their work. Children's Services had an engagement index score of 77, compared to 72 out of 100 for the organisation. We are scoring significantly higher than the organisation for most indicators, but we are in line with the rest of the organisation for workload as well as for council wide resources such as IT, working environment and employment assistant programme.

The plan provides a shared language and common goals, culture and vision across the Directorate. The plan is focused on:

- Collectively developing and reflecting on how we work and the **experience** of children, young people and families.
- Developing how we focus on the **impact** of our work and how we are measure it and understand financial impact and ensure we are **efficient**.
- How we, as a Directorate, ensure clear processes for **partnership working** and access to services.
- Ensuring **high quality effective delivery** of all statutory, regulatory and legislative functions and ensure all work **safeguards** and promotes the best interests of children.

The first section discusses the [McKinsey 7-S Framework](#) which is a model for thinking about organisations and has influenced our plan. It sets out the way we work across the Directorate and our value based aspirations.

The [second section](#) outlines our seven areas for

stretch, greater aspiration and development as a Directorate. Within these there is much that we are already doing well but by increased focus and development of skills our working culture becomes organic and service delivery continuously sustains and improves each of the seven areas and their identified actions.

These areas will inform our work going ahead. Each of the focus areas has identified actions and intended impact. They will be reviewed as outlined in the final section.



The Seven S Model

The McKinsey Seven S Model is a helpful system wide framework which has as a premise that there are seven internal aspects of an organisation that need to be aligned and mutually reinforcing if the organisation is to be successful. The lack of hierarchy among these factors suggests that significant progress in one part of the organisation will be difficult without working on the others. A change to one will lead to a change in others.

It is best understood in terms of the complex relationship between hard elements (strategy, structure, systems) and soft elements (style, skills, staff and shared values). Hard elements can be easily identified and we can directly influence them. Some of them are: reporting lines, formal processes, IT systems and strategy statements. Soft elements like style, skills, staff and shared values are as important as hard elements. They are more difficult to describe, less tangible and more influenced by culture.

This section sets out our core areas within each of the seven elements of the model and informs our organisational principles and how we move forward.

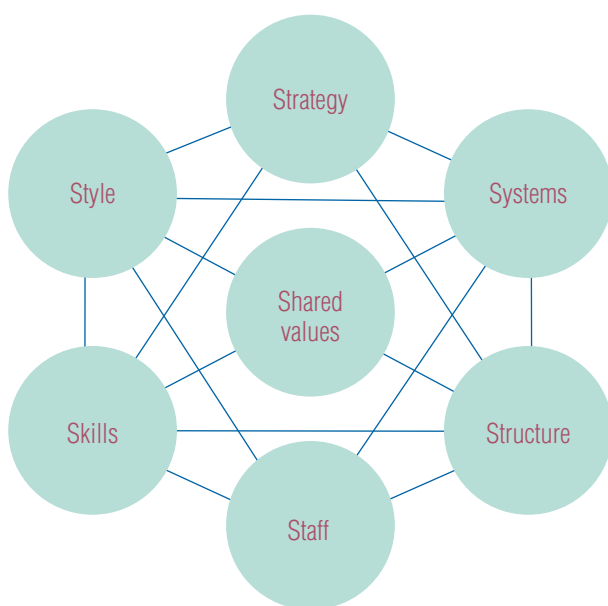


Figure 8:
The Seven S Model

[McKinsey & Company - Enduring Ideas: The 7-S Framework.](#)

Shared Values: beliefs and aspirations that drive our behaviours

Local Authority Children's Services are often experienced as a complex organisation due to the range of responsibilities and variety of professional cultures. Each division has its own objectives, referral pathways, overlapping boundaries, and interface with the wider children's partnership, which has an even broader variety of professional cultures.

To navigate through the system it is important that staff build relationships, simplify processes and employ systems leadership across boundaries working to a shared vision and priorities. The Children and Young People Plan 2017-2020 clearly outlines the partnership vision for children, young people and families in Greenwich; **a place for children to learn, belong, grow and achieve.** For our work to be effective we also need our work across the Directorate to be underpinned by a shared set of values. These values can be described as relating to three interconnecting factors - children, the community including stakeholders, and the workforce.

We place the wellbeing of children at the heart of everything we do.

- We place a high value on the voice of the child and understanding the experience of children.
- We want all children to feel heard, valued, respected and included and part of a welcoming and inclusive community.
- We believe that children have a right to physical and emotional health and happy family lives. They have a right to good education, positive friendships and to feel safe in the community.

We focus on social mobility and are aspirational for children and believe that our ambitions will only be realised by ensuring a good education for every child and young person

- We view education as the key to social mobility.
- We focus on education as life chances are maximised through good progress, high attainment, on-going engagement in education and training for successful preparation for adulthood and employment.

We work together with children and families, building on strengths, promoting resilience and empowering the child and family

- We value the importance of universal services such as schools, health services, early years provision, children's centres and youth services that complement and enhance family wellbeing and resilience.
- We recognise that for some families additional and specialist support and intervention is sometimes required. We will always aim for children to remain with families where it is safe to do so. Within this context, a key purpose of Children's Services is to ensure that children are safe, risks are managed, and that there is a continuum of support which most appropriately meets their needs and ensures positive social, educational and health outcomes.

We are an organisation that is accountable, understands its governance and responsibilities and is open and transparent.

- We strive to take a whole family approach, offer choice and understand the pressures families, communities and stakeholders can experience. We place importance on understanding the context in which we work with a determination to deliver the highest quality provision in a timely and responsive way.

- We seek to always provide feedback, continuously learn and build confidence in what is working and why. We have great respect for all families and partners and know that real improvement and lasting difference can only be achieved through partnership approach and working together closely.

We respect each other, understand the importance of compassion and value our different skill sets and diversity

- We believe that the driver of an effective service is workers' motivation and it is the responsibility of leaders to work across systems to galvanise individual motivation, innovation, creative thinking, team spirit and individual professional development.
- We must engage with the dynamics of difference and diversity. We will not tolerate discrimination, bullying or harassment and we will work to ensure that difference and diversity is understood in all contexts. We are committed to working with each other; we are compassionate and have a responsibility to provide a safe environment in which conversations that engage feelings and emotions as well as performance and processes can be nurtured. This is particularly important when working either directly or indirectly with children and families as this can often be distressing, challenging and stressful.

We make sound decisions based on professional judgement and evidence

- We strive to understand the drivers and challenges of resources, data and performance and that there are sometimes competing goals and agendas that require difficult decisions to be made.
- We use professional judgement that is based on integrity, knowledge, relationships and values. Understanding and committing to the interconnected values of child, community and workforce wellbeing is what helps us undertake our work effectively and make sound decisions.

Strategy: the overall plan for achieving our goals

The Business Plan sets out our overall strategy and focus areas. This plan also feeds into service and division plans that inform development and operational delivery.

We work with children and young people to facilitate their personal, social and educational development to:

- Enable them to develop their voice, influence and belong in society and community
- Support them to enjoy their childhood and reach their full potential
- Help to remove barriers to young people's progression, achieving positive outcomes and a successful transition to adult life
- Actively encourage them to use community resources and where required provide initial introduction and support to connect to additional support

Our services are designed to ensure delivery of our core principles:

- Education is fundamental to achieve lifelong opportunities and benefits
- The family is usually the best place for bringing up children and young people, but difficult judgments are sometimes needed in balancing the right of a child to family life, primarily with their birth family, with their right to protection from abuse and neglect. We are committed to ensure that we offer the right support at the right time to the right children and families
- We provide support at the earliest possible opportunity undertaking a whole family approach that supports all family members in their holistic wellbeing
- We are timely in the provision of services and take responsibility for actions
- The relationship between worker and family is key to change and development. There are as few

workers as possible working with one family. We do not unnecessarily refer on to other organisations or services but seek support to ensure we are skilled across a range of domains

- We work to increase independence and build resilience not over dependency on services
- We are outcome focused and also take quality of the experience, as lived by family, and as viewed by the professional, into account when measuring effectiveness

Systems: the daily activities, procedures, processes and routines that we use to deliver services

We will undertake workflow analysis across the Directorate to improve and streamline systems and processes and integrate where possible.

We will consolidate knowledge and information to facilitate analysis and learning in order to inform our work and make informed decisions based on:

- Financial budgets, information and analysis, including financial and social value
- Our performance management framework, supported by our management information systems
- Quality assurance processes, together with feedback from children, young people, families and stakeholders, serious case reviews, compliments and complaints
- Systems which are in place to ensure feedback from children and families in line with our Participation Strategy which establishes our dialogue with children and families who are using the service in order that they can influence service delivery and development

We strive to:

- Take a 'whole systems' approach by influencing other parts of the system families live within to improve outcomes for children

- Ensure flexible systems that enable mobile and efficient working
- Ensure that processes minimise wasted time and are continuously improving
- Establish clear communication systems between staff across the Directorate
- Work across departments in order to achieve the best performance from our IT, HR and Finance processes and systems

Structure: the way we are organised and relate to each other

We aim to be structured in a way that supports our delivery of outcomes and enables us to be a continuous learning organisation.

Our organisational structure strives to:

- Devolve decision making to the lowest point possible
- Provide clarity about roles and responsibilities
- Ensure manageable work loads
- Reduce silo working or working in isolation
- Reduce or eliminate passing responsibility unnecessarily to others
- Support complex decision making and problem solving
- Cascade knowledge and information throughout the Directorate
- Provide opportunities for progression, development and learning
- Offer equality of opportunity

Staff: valuing and supporting people

We value our workforce diversity and the skills and experiences all staff bring. We work in partnership with others and ensure that there is collective response to challenges. We are compassionate

and respectful and take the time to listen and communicate with each other.

There is no hierarchy of professional identity but an understanding of cultural and professional differences and how the range of backgrounds complement each other.

We do not problem solve in isolation; we have the opportunity and time to learn and develop with others.

However, at times specialist professional and managerial advice will lead decision making.

Managers talk and listen to staff about their development and career; we recognise, facilitate and grow talent.

Skills: our distinctive capabilities and competencies

Children's Services promote a learning and skill sharing environment where our work is informed by legislation, experience, theory, innovation, good practice and evidence and leads to purposeful actions with defined impact.

Our approach to learning and improvement is built upon how we as individuals internalise and apply what we learn based on how we acquire the knowledge. Research (*the Center for Creative Leadership, 1996*) on organisational learning found that 70% of learning is from 'on-the-job' experiences, tasks and problem solving, 20% from feedback and from observing and working with people who coach, 'near the job' and 10% from formal training, 'away from the job'.

Our workforce strategy reinforces our aspiration which will focus on continuous professional development regardless of discipline.

This is supported by internal and external learning and career development opportunities.

Style: how we behave and work with others to achieve our goals

We are expected to model the behaviours we wish to develop in the people with whom we work.

At a minimum this means that children, young people and their families as well as colleagues are treated with respect, helpfulness and cooperation and that any commitments made are honoured. The information we provide will be clear and easily accessible.

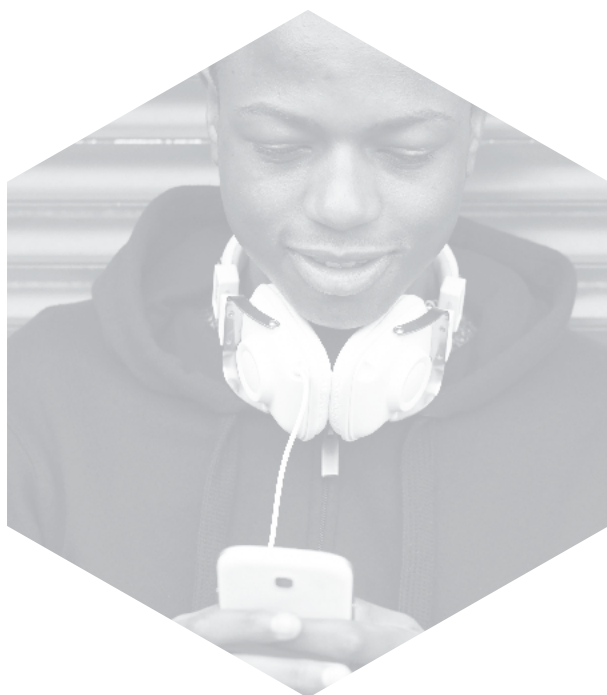
We are expected to work with compassion for all to developing an atmosphere of professionalism and mutual support.

We develop leadership and responsible management styles at every level.

Our leadership is visible and ensures staff have the time to undertake required work.

We strive to ensure non-discriminatory work at all times, we value diversity and differences and are able to reflect on our own behaviours and judgements

We resolve conflict through conversations with maturity and restorative approaches. We do not tolerate bullying or harassment of any nature.



Directorate Business Planning Focus Areas

Alongside the structural Seven S systems wide approach to our Business Plan we have identified seven business planning areas that sit alongside our Children and Young People Plan and business as usual. They are the core of this plan; they set out where we are now and how we can develop for the future.

The focus areas are led by the Directorate, but have been set out in consultation with the staff and management across Children's Services. They take into account a range of external and internal sources including research, innovation, best practice as well as performance and quality assurance.

The seven areas are the following:

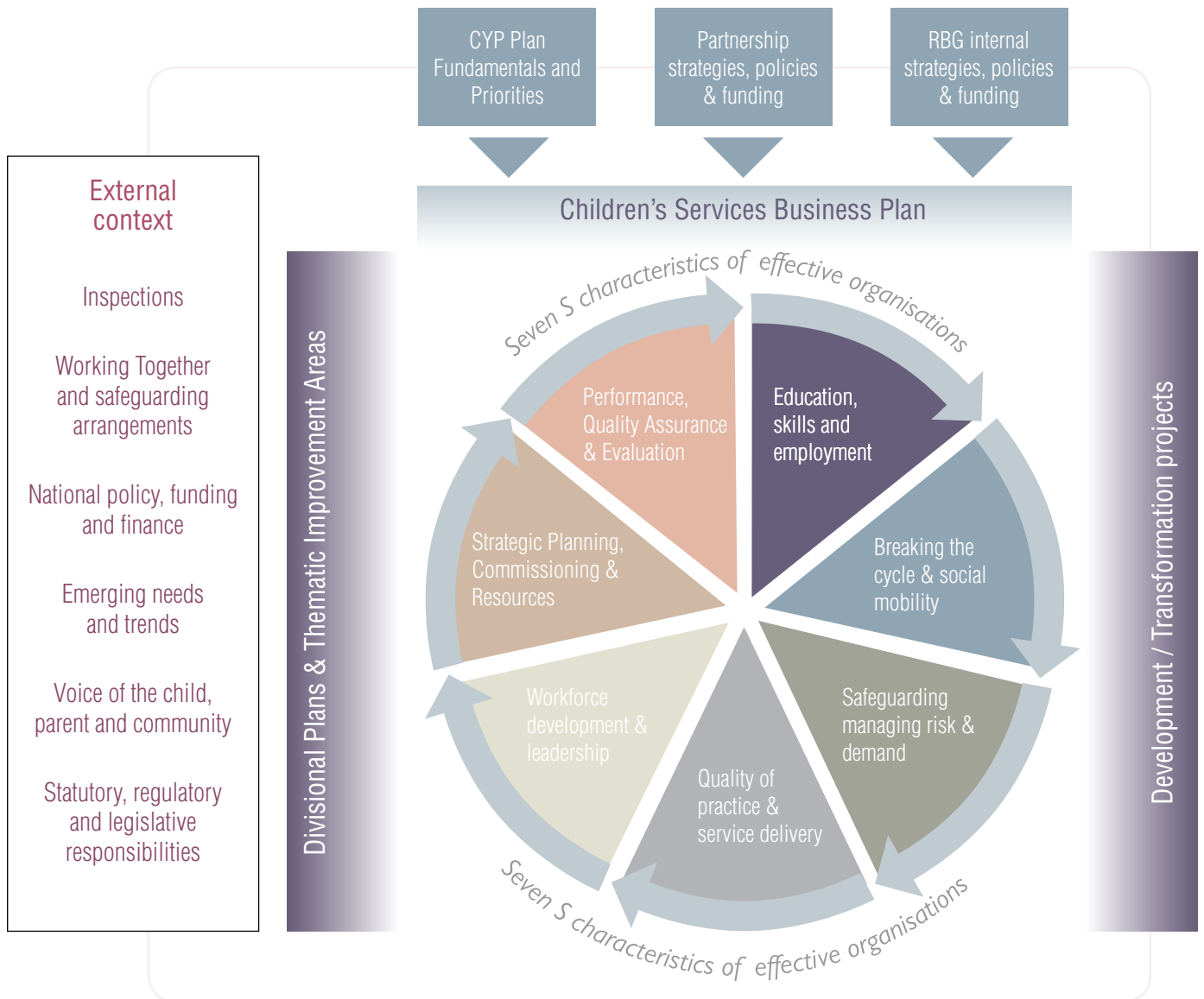
- Breaking the cycle and social mobility: Children's wellbeing and education is at the heart of social mobility. We will promote a fair chance for all children and families in Greenwich.
- Education, skills and employment: Sustain and improve educational outcomes for all children.
- Safeguarding, managing risk and demand: Across all service areas, ensure the right children get the right support at the right time.
- Quality of practice and service delivery: Ensure we understand what works, that we promote effective practice and learn from others and that delivery achieves impact, is outcome focused and evaluated.
- Workforce Development & Leadership: Value, champion and promote Children's Services workforce and deliver systems and development that ensures we have a highly skilled, confident, motivated and happy workforce.
- Strategic Planning, Commissioning & Resource: Ensure that all service delivery whether commissioned or delivered in house is effective and efficient and that we make the greatest use of

resources within budget to ensure that we sustain funding to help all children to thrive.

- Performance, Quality Assurance & Evaluation:
Ensure we know our services well and that development and delivery is informed by evidence and evaluation.

This section will provide further information on the focus areas for each of the seven areas. These are supported by an overview of core actions which will be further developed and detailed as a part our development and review processes, as discussed in the final section.

Figure 9:
Our Business Plan Structure



Focus area: **Breaking the cycle and social mobility**

Many children have experienced challenges in their lives and many are resilient and find support to have successful and enjoyable adulthoods. However, there are those who have experienced multiple complex and adverse childhoods and adolescence who go on to have difficult adulthoods. Our experience tells us that without focused support and intervention, the result can be a cycle of disadvantages that persist from one generation to the next, including poor social and emotional development, low educational achievement, low employment opportunities, poverty and often intensive statutory public sector intervention. The work of Pause, our Corporate Parenting responsibilities and other innovation and preventative models aim to break that cycle and ensure equal opportunities for all. The Greenwich Social Mobility Strategy aims to address poverty and has an overarching objective to ensure a fair chance for everyone in Greenwich.



Focus Areas

Children's wellbeing and education is at the heart of social mobility. We will promote a fair chance for all children and families in Greenwich.

- We will work to narrow the education gap for disadvantaged children and work with all partners to support the Royal Greenwich Social Mobility Strategy and the three strategic themes focused on those on or under the absolute poverty line; those around the measure of relative poverty (60% of median income), and those who may be above measures of poverty but whose social mobility has stalled.
- We will support the strengths of families and encourage their independence, sense of responsibility and control; we will reduce the need for statutory intervention and develop workers' ability to increase wellbeing and resilience for children and families.
- We recognise children's potential vulnerability at transition points in particular preparing for transition to secondary school. We will work with schools to provide services and increase information to parents on signs of risk and available support to them.

What staff said would help them support this focus area

'Early identification' - thresholds for social care/CAMHS are high; ensure families receive pro-active support from Early Help

'Breaking the cycle at all levels of practice' - learning from 'what works', and understanding history and impact

	Action	Description	Indication of impact	Where we are in Q1 2018-19	Risk	Leads
A1	Contribute to RBG Social Mobility Strategy	As applicable to children and families; including review of commissioned services, information on welfare benefit changes, lessons from Families 1st/Pause, focus on education and achievement	Increased social mobility and employment	Strategy is in place	This is joint-approach; need to promote children and young people in strategic implementation	AD for Commissioning & Resources
A2	Build resilience in families to support independence Learning from SafeCORE and consolidate Early Help model Develop adolescent rapid response	Deliver training and work with staff to develop practice strategies in order to embed the practice model. Identify learning from Safe Core evaluation, the Early Help model and how these can be applied to wider work. Develop the adolescent rapid responses	Increase in improved outcomes following interventions. Decrease in looked after children.	Ideas are endorsed; SafeCORE (including evaluation) and Early Help are in place	May not deliver against service users expectations; final outcomes dependent on implementation and requires evaluation	AD for Early Help and Senior AD for Social Care
A3	To consolidate and build an offer addressing children's potential vulnerability at transition points	Develop our offer for transition as part of Early Help, with schools and in conjunction with Schools' Offer Network Group Connect Service outreach work to focus on developing information service.	Young people are at less risk when transitioning, in particular into secondary school	Strategies are in place for SEND; universal offer requires further focus	Strained resources; collaboration across partnership and sharing of resources can mitigate	Head of SEND Outreach Support Service, Head of Inclusion and Royal Greenwich Virtual School, Service Leader - Early Help Division

Focus area: **Education, skills and employment**

Children and young people in Royal Greenwich achieve better than the majority of their peers nationally. We are ambitious and aspirational for children and we encourage them to be ambitious for themselves and each other. Our aim is to ensure that children and young people educated in Royal Greenwich schools and settings are resilient and prepared to take their place as positive citizens in a global economy with the skills, knowledge and qualifications to be successful and fulfil their aspirations.

Our ambitions will be realised by providing a good education for every child and young person so that their life chances are maximised through good progress, high attainment, engagement in education, employment and safe, healthy lifestyles.



Focus areas

Sustain and improve educational outcomes for all children.

- Embed Education is Everyone's Business and ensure that all staff keep a strong focus on excellent educational outcomes, reduced exclusions, good progress, high level of attendance and outstanding provision to meet the needs of all children.
- Deliver impartial and robust careers, information and advice guidance for all young people, including pre apprenticeships, apprenticeships, further training skills, employability and higher education.
- Ensure that SEND and vulnerable children have their additional needs identified and met in a timely and effective way. We will consistently share information and provide appropriate education provision quickly for children on EHC plans when they need a change of placement or move into the Borough.

What staff said would help them support this focus area

'Apprenticeships for young people' - offer opportunities for young people in Royal Greenwich

'Educational outcomes, close the gap for 16-18 year olds...' - decrease NEET and provide a good start for all

	Action	Description and aim	Where we are in Q1 2018-19	Indication of impact	Risk	Leads
B1	Develop a strategy for Education is Everyone's Business to ensure that all staff are minded to champion and strive for the very best educational outcomes	Ensure that promoting education is part of practice model and training. Review strategies and practice to ensure that educational attendance and attainment is embedded across all service delivery	Idea is endorsed	Increased attendance and attainment	Final impact dependent on buy-in from a range of professionals	Senior AD for Inclusion, Learning and Achievement, Service Leader - Safeguarding
B2	Map out and develop the offer for all post-16 young people	Work with education providers, employers and other stakeholders to ensure that there is impartial advice and clear pathway alternatives for all post-16; improve our evidence base on long term outcomes	Different post-16 offers are in place	Increase EET; increased social mobility	Challenges in tracking young people's outcomes post-primary school	Senior AD for Inclusion, Learning and Achievement, AD for Early Help
B3	Develop information sharing and processes addressing risks around exclusion for vulnerable children and SEND	Further developing joined-up working. Teams to work with schools and across services to better capture real time routine information on fixed term exclusions and in order to intervene early, challenge schools and use intelligence in practice	General processes are in place	Reduced fixed term exclusions	No statutory duty for schools to share real time information. Protective factor of school removed for child.	Senior AD for Inclusion, Learning and Achievement, AD for Early Help

Focus area: Safeguarding, managing risk and demand

The Royal Borough of Greenwich is committed to our responsibilities for safeguarding and promoting the welfare of children, young people and vulnerable adults. Our safeguarding front door, Multi Agency Safeguarding Hub (MASH), brings a range of partners together into a single multi-agency safeguarding hub to share information quickly and efficiently as soon as a notification of possible harm to a child is received. This is supported by Early Help which is responsible for receiving and responding to referrals from professionals and partners who believe a child, young person or family require Connect or Core support as well as referrals from children, young people and families themselves. The team also provides consultation, support and advice to professionals regarding early help.



Focus areas

Across all service areas, ensure the right children get the right support at the right time.

- Deliver a robust **effective front door** for social care, early help and SEND. Ensure that all **decision making is system wide**, that support is at the least intrusive possible level to manage risk and that all assessments include sufficient analysis of the complex and dynamic nature of children's needs and the impact of adverse childhood experiences on children and their families.
- Ensure that all services promote and utilise the **Early Help Offer** with clarity about thresholds and the level of support required. Early Help processes identify whether additional or intensive level support is required and escalation and step down processes are in place. We will use intelligence, information and data for early identification to strengthen families and support vulnerable people.
- Ensure a consistent understanding and response to risk across the range of risk factors including **child sexual exploitation**, children exploited through association with gangs, children missing from home, care or education. Ensure multi-agency plans are in place for children at risk that make a difference, evidence grip and focus and keep pace with changing events in a young person's life. This is particularly important when there are also special educational needs or disabilities or other challenging childhood experiences.

What staff said would help them support this focus area

'Identify needs/cause of behaviour early, staff trained to recognise underlining causes' - develop staff and partners (schools etc.) to identify risk and underlining causes

'Best use of resources, avoid duplication' - develop case allocation, ensure that needs are always assessed correctly, ensure maximum utilisation of existing internal and external services

	Action	Description and aim	Where we are in Q1 2018-19	Indication of impact	Risk	Leads
C1	Review MASH and Early Help front door	Evaluation and review of the two front doors; that they interlink and deliver the best outcomes	Front doors and some performance monitoring is in place	Decreased risk; better understanding of service quality	Increased risk by fast changes; any changes to be carefully implemented with sufficient training	Senior AD for Social Care, AD for Early Help
C2	Increase knowledge and usage of Early Help and universal services Develop intelligence, information and data for early identification	Further develop information (to professionals as well as public) on and how to step-down to Early Help and universal services. Performance Analysis Service with Early Help Practitioners to further develop intelligence in order to inform targeting and outreach work	Cases are currently being stepped down and there is some tracking in place	Increase in early help referrals; increased usage of universal services; early identification	Increased demand on Early Help Services; mitigated by close partnership with universal services	Service Leader - Early Help, Head of Performance Analysis Service
C3	Develop our response to risk of exploitation, where needed, and review practice to ensure that all relevant education information is captured, vulnerable young people are identified and outcomes are achieved.	Develop assessment and practice processes to move towards a more joined-up approach that embeds lessons from Ofsted JTAI inspection and learning from innovation and research. Where possible, link in with performance data	Different assessments as well as multi-agency working is in place	More effective assessment of risks; leading to decreased risk for our children	Data recording gaps and errors	Senior AD for Inclusion, Learning and Achievement, AD for Early Help, Head of Quality Improvement

**Focus area:
Quality of Practice and Service Delivery**

Quality of practice is at the heart of our work with children and families. The Practice Model sets out how we work with families, young people and children. Professional judgement is the key to our practice; we, as staff, aspire to develop our knowledge base about 'what works' so that we can learn and improve the effectiveness of our practice which leads to sustainable change and improved outcomes for more children and young people. This is supported through learning on the job and supervision as well as training; please see also workforce development and leadership section for further information on skill development. Quality of practice is quality ensured and developed through quality assurance and performance monitoring as well as specific projects. These are feeding into the reporting cycle and our knowledge base.

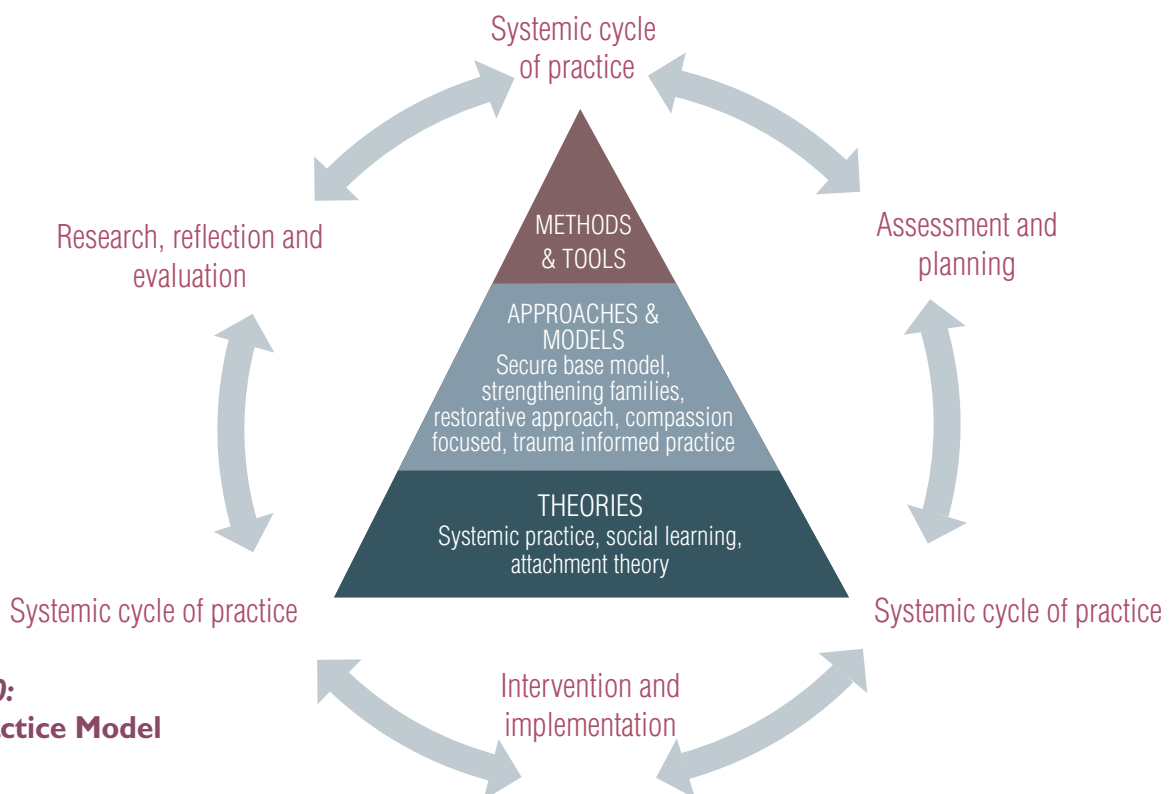
Through our practice we will seek to work with a systematic whole family approach and to reduce a 'referral' culture in which children, young people and families are passed from service to service and will instead focus on creating and developing services that offers a range of interventions across a range of needs.

Multi-agency work with partners is developing as a part of the Troubled Families Maturity Model and new practices are being brought forward as a part of new national practice guidance from 2017 Children and Social Work Act and 'Working Together to Safeguard Children'.

Focus areas

Ensure we understand what works, that we promote effective practice and learn from others and that delivery achieves impact, is outcome focused and evaluated.

- Embed the Practice Model for direct facing staff and a standard model for all non-direct facing staff through system wide training, processes and procedures.
- Maximise the skills across the service to ensure joined up working but ensure that families experience the fewest professionals possible involved in their lives.
- Develop our work to ensure that all processes and practice ensure that practitioners do not work in isolation, that reflective practice and supervision is promoted and that we encourage a learning environment.



**Figure 10:
Our Practice Model**

What staff said would help them support this focus area

'Ensure a consistent practice model and processes' - promote reflective practice

'More time focus on families rather than intense paper trail' - prioritise time spent with families, family support working and outreach, better quality, fewer quantity with less cases

'Re-scope priorities about what can/can't be done' - focus on priorities (outcomes) rather than tasks

'Promote better communication between teams' - information and skill sharing, peer reviews, team champions and opportunities to learn from each other

'Better joined up working' - collaborative working across services, can process/systems and ways of working be shared across divisions and improve practice, avoid duplication of work

	Action	Description and aim	Where we are in Q1 2018-19	Indication of impact	Risk	Leads
D1	Embed practice and working models through training across all services	Promote the practice model and develop training; learn from practice model implementation lessons in Early Help	Practice model has been developed and shared	Better quality of practice	Staff time taken up by training; embed training into work where feasible	Head of Quality Improvement Service, Service Leader - Early Help
D2	Develop effective joined-up working through better communication and knowledge sharing	Develop further possibilities to learn about other teams and share knowledge/ co-developing, while avoiding duplication of work	Joined-up working is in place	Better service delivery; can lead to more innovative approaches	Overlap between roles; clarity of roles will be stressed	Extended DMT
D3	Embed the learnings for frontline practice from DfE Children's Social Care Innovation Programme and evaluate outcomes	Review of these practices can be further embedded across services as part of business plan, practice model and learnings from embedding the unit models in Early Help	Business plan, Practice Model and Early help unit models are in place and include elements of innovation programme	Better services and outcomes for children and families (please see 7 outcomes in figure)	Evaluation requires resource and it is difficult to evidence causation	Head of Quality Improvement Service, Service Leader -Permanence for Looked After Children, Service Leader - SafeCORE

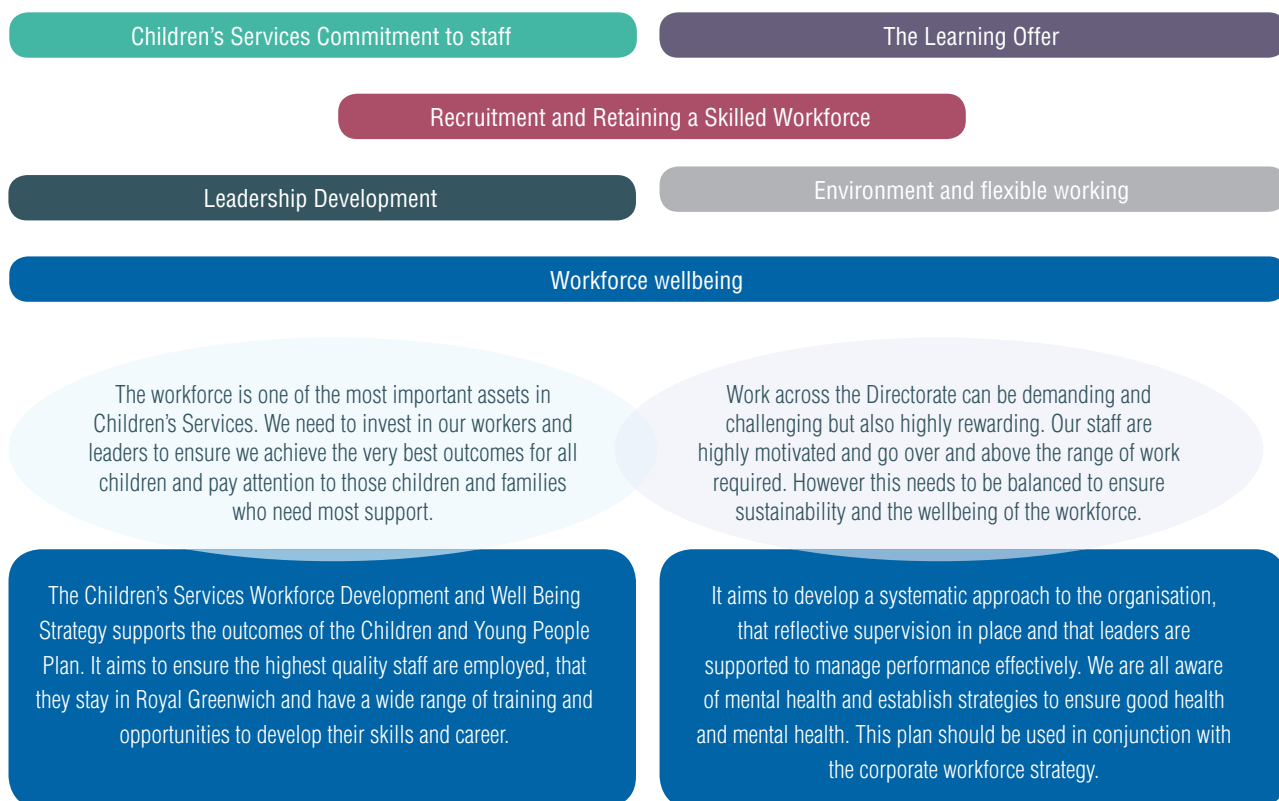
Focus area: Workforce Development & Leadership

We need services that can work with families to support change in children's lives. Children's practitioners are change agents as well as often acting as lead professional and case managers. Our services are rightly judged on the impact of our practice in improving outcomes for children. Our children's practitioners are supported through high quality business support services and performance analysis teams. The staff survey in 2018 highlighted our commitment; we find our work interesting and enjoyable (87%) and regularly go the extra mile to deliver the best possible service to customers (92% agree). The area of highest impact that is not marked as positive within the Directorate at an overall level is communications; we will strive to address this.

Our ambition is to recruit and develop a permanent skilled workforce, whose capabilities are developed and careers nurtured by high quality supervision, support and opportunities for learning and improvement. We want to recruit and develop people who can change children's lives through what they do; either directly through front line practice or through supporting our organisational strategies through business support. We want to learn from the best and innovate so that services make a real and sustained difference for children and young people.

Most learning takes place 'on the job' through self-reflection and reflecting with others in the work place about how we thought, felt and what we did (and didn't do), and how we could have done things differently. Learning what great practice is, and how we support it, is everyone's business and cannot be left to directionless informal learning. That is why we

Figure 11:
Our workforce development and wellbeing strategy themes



promote leadership behaviour at all levels, emphasise knowing what good practice looks like, promote reflective learning and coaching, whether through supervision, analysis, case consultation and discussion, through supporting individuals continuing professional development and in all interactions about children's cases.

Focus areas

Value, champion and promote Children's Services workforce and deliver systems and development that ensures we have a highly skilled, confident, motivated and happy workforce.

- Implement the Children's Services Workforce Development Strategy, including regular supervision and peer to peer support, and ensuring career progression pathways, training and development. Ensuring good communication including Children's Services Staff Bulletin and updating the intranet.
- Ensure that we recruit and retain a skilled and diverse workforce and that we maximise flexible development opportunities and create a good working environment.
- Ensure good morale, that we promote and celebrate excellent work and that we work to embed resources for Workforce Health and Wellbeing.

What staff said would help them support this focus area

'Celebrating success' - retain staff, recognise skills in-house, include further training in areas other than professional qualifications, provide space/time to remind staff of their contributions

'Work on career development and encourage this' - offer further training and grow internally through leadership programmes

'Improved technology - better ways of communicating when in the field (tablets)' - open approach to agile/smarter working with tablets at front line

'Breakout areas for teams' - lockers for storing resources, plants, visual images and space for sitting together

'Share plans and ideas' - bulletins with relevant information; top-down information, communicate change, share and own ethos across Directorate

'Open and available to all' - senior management floor walks or other opportunities for face to face discussion

	Action	Description and aim	Where we are in Q1 2018-19	Indication of impact	Risk	Leads
E1	Implement the workforce strategy and action plan; including planning recruitment, staff apprenticeship opportunities, conduct analysis of career pathways and developing leaders	Please see action plan for workforce development strategy	Workforce strategy and action plan as well as working groups are in place	Staff are supported to do their job well: the right staff are recruited and retained	Financial constraints; learning on the job is key. Unclear career and development paths; utilise transferable skills where staff are willing	AD for Commissioning & Resources, Head of Complaints, Information Governance & DMT Support, Head of Direct Services, Head of Youth Offending
E2	Reviewing and developing the effectiveness of communication, both downwards and upwards, including staff bulletin	Part of workforce development strategy and review of staff survey; it has commitment to develop communication, including staff bulletin and further dissemination to teams. Business plan will also be shared and success celebrated	This is included in Workforce strategy and action plan as well as working groups which are in place	Staff are aware of Directorate vision	Staff time; short bulletins and information also shared through staff briefings	Head of Complaints, Information Governance & DMT Support
E3	Smarter working is in progress; ensure that workforce can utilise flexible working and improve working environment	Implement smarter working across workforce, including training in digital skills where applicable for staff, and review the impact. Review our working environment and identify possible areas for improvements.	This work is in progress, including piloting and implementing changes	Time savings; more time allocated for direct facing work, analysis and other business critical work	Cost and risks of implementing equipment that is not tested; piloting and staff training necessary. Working environment changes are constrained by existing building.	Head of Complaints, Information Governance & DMT Support, Head of Admissions, Place Planning, Systems and Resilience
E4	Work on embedding workforce wellbeing resources; including addressing everyday stress and promoting compassion focused approaches	Part of workforce development strategy. Link service plans with PRADS and 1:1 to identify priorities; identify all levels of support to address stress	This is included in Workforce strategy and action plan as well as working groups which are in place	Increased staff well-being	Increased demand on services within climate of decreased resources; utilise smarter working and make use of workflow analysis	Head of Complaints, Information Governance & DMT Support, Head of Admissions, Place Planning, Systems and Resilience

Focus area: Strategic Planning, Commissioning and resources

Commissioning is the process for deciding how to use the resources available to improve outcomes in the most equitable, effective, efficient and sustainable way. Our vision is to have commissioning of high quality, needs-led services and placements through the implementation of a robust commissioning process. This should be informed by the voices of children, young people and their families and delivered by developing relationships and joint working with our colleagues across Greenwich Children's Services to achieve our objectives. We follow the cycle of understand, plan, do and review for all commissions as per [Figure 12](#) on page 40. The cycle recognises the three levels at which we undertake commissioning: the family or individual level, cohort or locality level and the population or strategic level and that these impact upon each other. Financial stability is the backbone to our organisational capacity; our work is underpinned by our financial budgets and funding. We aim to further our understanding of our budgets and supporting our service delivery and commissioning through analysis of financial and social value as we go forward. In spring 2018 Royal Greenwich was successfully selected as one of eight boroughs to take part in Local Government Association diagnostic analysis of Children's Services spending focused on 'what factors are driving spend in Children's Services and how big an impact does each one have?', carried out by Newton Europe.

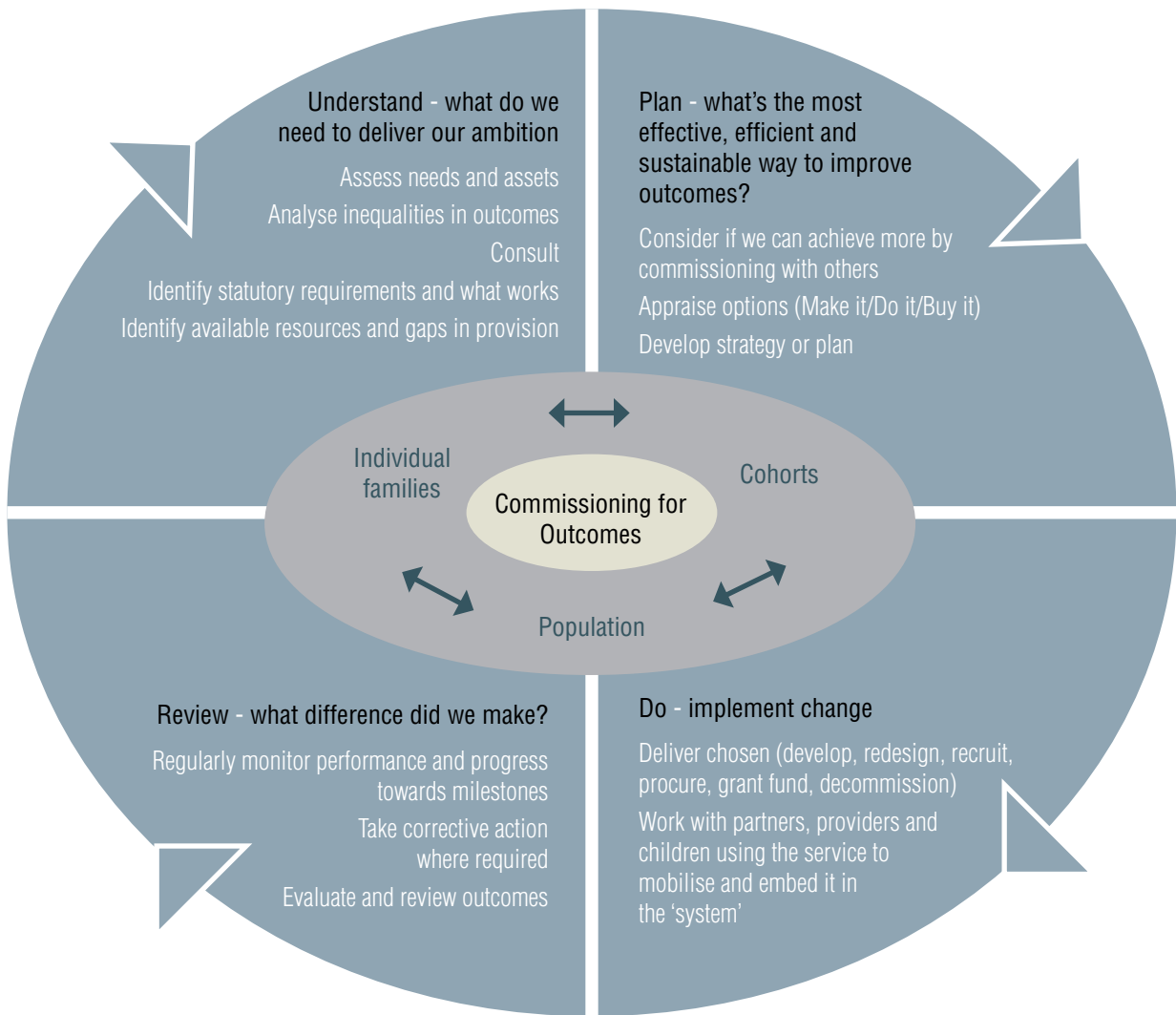
New 4-year Placement and Sufficiency strategy from April 2018 will continue to ensure that there is a strong focus on practice to reduce the looked after children numbers through ensuring only the right children come into care at the right time, that we maximise opportunities to develop cost effective internal resources and that our commissioning strategy ensures best value of purchased placements from the independent sector.

Focus areas

Ensure that all service delivery whether commissioned or delivered in house is effective and efficient and that we make the greatest use of resources within budget to ensure that we sustain funding to help all children to thrive.

- Deliver the School Place Planning Strategy so that the needed growth in good quality school places is delivered, and that we improve parental choice for school admissions.
- Agree principles for a Strategic Joint Commissioning Framework for children with our partners.
- Improve understanding and evaluation of social and financial value against service delivery and all activity.
- Analyse the factors that are driving demand and spend in order to make informed decisions in a challenging financial environment so that we can be SMART about how we commission, deliver and trade services and when and how we charge for services.

**Figure 12:
Our Commissioning Cycle**



What staff said would help them support this focus area

'Best use of resources, avoid duplication' - ensure maximum utilisation of existing internal and external services

'Commissioning with more external services would be helpful' - domestic violence perpetrator programme, counselling and services for men - these need to be evidence based and we need to learn lessons from programmes previously used

	Action	Description and aim	Where we are in Q1 2018-19	Indication of impact	Risk	Leads
F1	Build on Commissioning Framework, including service re-design and principles for joint-commissioning and funding agreements with services for children and young people	Take active part in Social Mobility review of services to children, young people and families, commissioned by different departments of the Council. Work with partners to agree on principles for how services are commissioned and best usage of resources	Commissioning Strategy for Children's Services in place and it is in use	Best use of resources, improved quality of service delivery and monitoring of commissioned services for children, young people and families	Dependent on partnership agreement; building relationships and working with others is key.	Head of Joint Commissioning, Head of Integrated Services for Children with Disabilities
F2	Develop analytical capacity and understanding to enable evaluation of social and financial value against service delivery and all activity	Co-production between commissioning, finance and performance, developing and agreeing on methodological standards for evaluation of social and financial values and applying these to relevant services and for funding bids	There are foundations for this, e.g. performance monitoring, budgets	Better understanding of social and financial impact; assisting in evidence based service and commissioning	Resource intensive and reliant on how records are kept; joined-up project with focus on easy wins	Head of Joint Commissioning, Head of Financial Services, Head of Performance Analysis Service
F3	Develop our analysis of financial costs, in order to inform decision making and build a robust trading offer	Develop our analysis of financial costs, in particular to develop further understanding of non-staff costs. Review our services and activities in order to build trading offer; including focus on understanding needs of potential buyers	Budgets are in place; some trading offers exists	Decreased pressure on resources	Introducing costs can impact on relationships; costs need to be justified and relationships built before cost changes	Head of Joint Commissioning, Head of Financial Services, Head of Performance Analysis Service

Focus area: Performance, quality assurance and evaluation

There are a range of different processes in place for quality insurance and development of practice, including business as usual quality assurance and performance monitoring as well as specific projects such as deep dives and participation work. Analysis of needs and performance, tracking, impact evaluation and advice and guidance are used to inform commissioning and drive service improvement. Performance analysis and quality assurance supports all of the priorities and ambitions of our [Children and Young People Plan 2017-20](#) as well as this plan. Our record keeping and analysis is supported by our management information systems; the backbone of our systems.

Figure 13:
Performance and Quality Assurance Framework



Focus areas

Ensure we know our services well and that development and delivery is informed by evidence and evaluation.

- Develop a comprehensive self-assessment that outlines our strengths and areas for development and ensures continuous review processes.
- Deliver a comprehensive performance and quality assurance framework, including qualitative and quantitative analysis, deep dives and feedback from staff and stakeholders to inform our commissioning, service delivery and priorities.
- Ensure our participation work promotes the voice of the child and that children's, young people's and families' views inform service development and delivery.
- Ensure clarity through whole system pathway and process mapping.
- Develop and bring together our information and knowledge sources and create policy and research briefs for new ideas that can be regularly circulated for consideration and review of impact.
- Ensure all teams are able to access, analyse and utilise performance management information.

What staff said would help them support this focus area

'...more coordinated shared databases' - access to information across Children's Services; information across different systems confuses/ duplicates

'More Evidence Based Practice' - practice rooted in clear evidence base and data captured for local understanding of 'what works'

	Action	Description and aim	Where we are in Q1 2018-19	Indication of impact	Risk	Leads
G1	Develop the social care self-assessment alongside the regional Directorate self-assessment and embed learning from peer challenge	Carry out a robust process to complete the regional Children's Services self-assessment for engagement in the London Peer support work and the ILACS self-assessment. Both of which need to inform our learning and development	Directorate has experience in self-assessment and some work is in progress	Assists in preparation for Ofsted; encourages self-learning and improvement	Duplication of documentation; ensure it augments where needed; potential to replace some reporting	Head of Performance Analysis Service, Head of Quality Improvement, Head of Complaints, Information Governance & DMT Support
G2	Develop and conduct whole system pathway and process mapping	Analysis of the pathways for processes as well as for children as they go through services and between services	At idea stage	Better awareness of how our processes inter-link	Resource intensive; joined-up working needed to minimise strain	Head of Performance Analysis, Head of Joint Commissioning
G3	Make use of the participation strategy and embed it in practice; develop collection method for voice of the child further	Work with different divisions and teams to embed the participation strategy; develop a strategy for how the voice of the child can be recorded systematically in an accessible way and how this information can be disseminated when applicable	Participation strategy is in place, including some embedding; voice of the child is routinely collected	Easier to use service users views in service delivery development and quality assurance	Needs to be owned by all; responsibility to be shared at extended DMT	Extended DMT
G4	Identify and communicate future policy and other developments	Review information sources, including intranet; develop process for tracking information and for dissemination of knowledge, including through policy briefs	There are different information sources; currently brought together in reports and in forward planning	More evidence informed practice and service delivery	Resource intensive; joined up process driven approach needed	Head of Complaints, Information Governance & DMT Support
G5	Review of management information systems	Adults and Children Social Care MIS is being reviewed. As database contracts are due for re-commissioning, where possible the tender process will attempt to rationalise the systems used in Children's Services to reduce duplication and allow services to share information where appropriate	Review is in progress	More effective systems that improve recording and performance analysis	Cost of systems; lack of user engagement, workforce skills, cultural barriers	Head of Admissions, Place Planning, Systems and Resilience, Head of Joint Commissioning



3. Delivery Plan

This plan has set out the Strategy, Culture and Values that support our business planning for 2018 - 2020. These will be embedded and feed into our divisional plans, strategies and our practice. All areas are of relevance for the whole Directorate, but each priority has a different starting point and end result. The business planning priorities will be led by the divisions, but coordinated centrally.

This section provides a brief overview of the general delivery and review process; this will be further developed through the business planning process and the divisional plans and other strategies which will define and break down each action further.

Delivery against each priority will be tracked and monitored throughout the life of the business plan. To facilitate effective governance and oversight, we will establish an action plan tracker and suite of indicators against which progress can be measured in order to evaluate the business plan.

All priorities are relevant for the whole division; actions and review progress, as applicable, will be communicated through Children's Services staff bulletin, plans and meetings.

2018 - 2019 will be the first year of delivery.

At the start of the year the plan will be communicated across the Directorate and will be discussed at division and team level. Relevant plans and local leads will be identified; where applicable focus areas will be embedded into other plans.

The first half of the year will be focused on the planning and understanding the focus areas; developing the actions going ahead and embedding them into plans as applicable. 'Where we are now' will be established in order to compare against future performance; this will include review processes. This should be fed back centrally in order to coordinate the business planning.

During the latter half of the year actions will be delivered as applicable.

All actions will be reviewed for the first time at the end of 2018-19 and will define further direction for the following year.

2019 - 2020 is the second year of delivery.

During the year actions will continue to be delivered across the Directorate.

Actions will be reviewed at mid-year; there will be further focus on where we want to be at the end of the life of this business plan.

At the end of the year the full business plan will be evaluated, establishing 'where we are now' and how far we have travelled.

This business plan's results and emerging priorities will feed into the process for the business plan for the following three years.



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